**English 419: Advanced Composition for Teachers** **Fall 2026**
Professor Jim Gilligan Office: HUM 235 + online
Class meetings: Marcus 414, MW 2:00 – 3:15 email: jimrgill@sfsu.edu
Course Web space on Canvas: https://sfsu.instructure.com/courses/73498
**Office Hours**: MW 3:30-4:30, in-person + online by appointment:
https://calendly.com/professorgilligan/advising-appointment

**Enrollment Requirement**: Unless you are a graduate student, you must be an English major and you must have passed English 216 or 218 (or an equivalent course).

## Course Description

For future teachers of secondary English Language Arts. Explore texts in our multicultural, technology-mediated world, focusing on processes, syntax, rhetoric. Work with teachers in secondary Language Arts classes, ***completing 15 of the 30 hours of tutoring necessary to fulfill the subject matter early field experience requirement*** through our partnership with 826 Valencia.

## Course Goals

As one of four pre-professional courses specifically tailored for candidates who intend to go on to a secondary teaching credential program, this course differs from many of your undergraduate English courses. While you will be developing knowledge and skills that will help you as a student, **you will maintain a doubled consciousness in this class—of yourself as (1) a pre-service teacher who will be expected to develop proficiency in specific forms of professional educational discourse; and (2) a future teacher of writing**. My teaching methods will also reflect that doubled consciousness, as our activities will include equal amounts of professional writing tasks that teachers engage in regularly as well as specific pedagogical tasks related to planning, teaching, and assessing writing in a secondary classroom.

## Student Learning Outcomes

Students will be able to:

1. Engage in the process model of writing to compose discourse in a variety of professional forms such as email, organized lesson plans, writing prompts, course proposals, syllabi, etc.
2. Complete at least 15 hours of early field experience by volunteering for secondary in-schools programs in SFUSD schools, sponsored by 826 Valencia.
3. Provide constructive, formative feedback on writing tasks composed by actual students.
4. Design—either individually or in pairs—an instructional sequence focused on secondary classroom implementation of the process model of writing to support students' development of grade-level-appropriate writing skills as specified in the California Common Core Standards for English Language Arts

## Required Texts

- Marchetti, Allison & O'Dell, Rebekah. (2018). *Beyond Literary Analysis: Teaching Students to Write with Passion and Authority About Any Text*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-09249-2
- Sommers, Nancy. *Responding to Student Writers*. Bedford/St. Martins. ISBN: 978-1-4576-1934-2 [full-text PDF available in the Canvas Classroom Library]
- Course Readings to be downloaded and printed from our Canvas course website (https://sfsu.instructure.com/courses/73498).

## Recommended Text

- Crovitz, Darren & Devereaux, Michelle D. (2017). *Grammar to Get Things Done: A Practical Guide for Teachers Anchored in Real-World Usage*. New York: Routledge/NCTE. Print. ISBN: 978-1-138-68370-9 (free e-book access available via the SFSU library: https://www-taylorfrancis-com.jpllnet.sfsu.edu/books/9781315544410)

## Course Requirements

**Presence** (**10% of final grade**): Promptness, participation, and regular attendance are all minimal expectations. Because this is a pre-professional course, your participation will be particularly important. In order to learn and to help your colleagues learn, you will need to take an active role in the class. Our classroom will be a community of learners, which means that each of us is simultaneously a teacher ***AND*** a learner at all times.

**Professional Education Discourse – Writing as a Teacher:**
As a secondary ELA teacher, you will compose in various forms that are highly specialized for your audience and purpose. Some of these forms might be familiar to you (*e.g.*, emails), while others might be new to you (*e.g.*, text rationales, course proposals). During the semester, you will compose four (4) texts that represent some of the kinds of writing that teachers typically engage in:

*a.* Statement of teaching philosophy: Some questions to consider when formulating your essay: Why do you want to be a teacher? What experiences have prepared you to teach in a linguistically diverse, urban setting? What personal qualities do you possess and what experiences have you had that prepared you to work in a collaborative environment such as a middle/high school? **(10%)** *Suggested Due Date: Friday, September 11*

*b.* Course proposal: You will compose a secondary English Language Arts course proposal that identifies the course's purpose, content, structure, and assessment methods, aligning with educational standards and student needs. It should also include an outline of the course syllabus. **(10%)** [*Collaborative option available*.] *Suggested Due Date: Monday, October 5*

*c.* Scholarship Application: Select a scholarship opportunity from the SFSU English department website (https://english.sfsu.edu/scholarships) or from some other source that pertains to your future academic and/or professional aspirations.

Complete and submit (if eligible) the scholarship application of your choice. **(5%)** *Suggested Due Date: Wednesday, October 21*

d. Text rationale: You will compose a document that identifies a text you are proposing for inclusion in a course you will teach. The proposal must include information about the course and the text as well as details about its use in the class and a compelling argument for its pedagogical value. **(10%)** [*Collaborative option available*.] *Suggested Due Date: Monday, November 2*

**Teaching Demo (15%):** Independently or with one partner, you will select a writing teaching strategy from *Beyond Literary Analysis* and create a 30-minute interactive lesson for the class, helping us learn the skill. You will upload to Canvas a brief reflection of about one page single-spaced, by Friday midnight after the demo. ***September 23, 30; October 7, 14, 28; November 4, 18; December 2, 9. Reflection due by 11:59 pm Friday after demo.***

**Assigned intern hours (10%)**: ***NB*: You must complete your assigned intern hours in order to pass this class. Regardless of your performance on other course requirements, you CANNOT pass this class if you do not complete your intern hours.** Your tutoring supervisor will provide me with feedback about the work you do at your intern site. I will use that feedback to generate a grade on your professionalism and the quality of the work you do in the classroom. You must complete 15 hours of work under the supervision of a credentialed teacher, which you will do by volunteering for in-schools projects through 826 Valencia—see https://www.826valencia.org/volunteer-calendar/#secondary-in-schools for opportunities. **IMPORTANT NOTE**: These must be in-schools projects to count toward your hours, and they must take place in middle- or high-school classrooms, during the school day.

**Tutoring Journals (10%):** Over the course of your 15 hours of tutoring this semester, you must describe four (4) incidents or tutoring sessions that revealed (or illustrated) something to you about the teaching and learning of writing. For **each** incident report, include the following information:

- Your name
- Program name
- Please include school and project name (*e.g.*, Mission Magazine at Mission High School).
- Do you think that your student(s) accomplished the goals of the session? Why or why not?
- If you answered "no" to the previous question, what could you have done differently?
- Describe at least one example of *success* that you observed.
- Describe at least one example of a *challenge* that you observed.
- Based on your observations and/or work with this class, what conclusions can you draw about effective teaching and learning? These conclusions may relate to preparation (the teacher's or the students'), instruction, assessment, or disposition/rapport/classroom culture.

Be sure to include as much detail as possible. Each report should be approximately 400 words (for a total of 1600 words).

***IN ADDITION***, you must include in your journal submission one example of written feedback that you provided in response to a student writing assignment [a screenshot or photo is fine]. Be sure to remove or obscure all identifying information (*e.g.*, the student's name). *Suggested Due Date: Monday, November 30*

**Teaching Sequence (20%):** You will work in pairs or trios to create a writing assignment for a specific grade level of middle school or high school students and describe the steps toward helping them complete the assignment successfully. *First draft due Mon., December 7; final draft due Friday, December 11.*

**Extra Credit Opportunity**: Compose a formal letter of recommendation for a student with whom you have worked or for an imaginary student. *Due Date: Friday, December 11(**NO extensions!**)*

## Assessment

Details of expectations and requirements for each assignment appear in Canvas and on separate assignment sheets posted to Canvas.

1. **Professional Education Discourse – Statement of Teaching Philosophy (10%)**
2. **Professional Education Discourse – Course Proposal (10%)**
3. **Professional Education Discourse – Scholarship Application (5%)**
4. **Professional Education Discourse – Text Rationale (10%)**
5. **Teaching Demo (15%)**
6. **Intern hours (10%)**
7. **Tutoring Journals (10%)**
8. **Teaching Sequence (20%)**

**In addition, you must complete *all* required activities as indicated on Canvas.**

| Assignment | Suggested Due Date* |
|---|---|
| Professional Education Discourse: Statement of Teaching Philosophy | September 11 |
| Professional Education Discourse: Course Proposal | October 5 |
| Professional Education Discourse: Scholarship Application | October 21 |
| Professional Education Discourse: Text Rationale | November 2 |
| Teaching Demo | varies |
| Tutoring Journals | November 30 |
| Teaching Sequence | December 7/11 |

**** If you are unable to submit an assignment within one week of the suggested due date, please contact me to arrange a suitable due date.***

## Important Notes

**YOU, PERSONALLY, MUST SUBMIT EVERY GRADED ASSIGNMENT IN ORDER TO EARN CREDIT. YOU WILL *NOT* EARN CREDIT FOR COLLABORATIVE ASSIGNMENTS SUBMITTED BY YOUR COLLEAGUES.**

*Attendance and Participation*: You will be expected to arrive promptly and attend every class meeting. Unanticipated circumstances (*e.g.*, family emergency, Muni or BART delays, unexpected traffic, illness) can sometimes prevent you from attending class. However, habitual absence (more than 3 absences, regardless of reason) will affect your

grade. Please be sure to keep me informed if you need to miss a class meeting. **If you expect to be absent for an extended period of time due to circumstances beyond your control, please contact me as soon as possible so that we may address your situation**. *Please note that I do not distinguish between "excused" absences and "unexcused" absences. An absence is an absence is an absence.*

*Due Dates:* Please make every reasonable effort to submit each assignment by the suggested due date. Appropriate extensions may be granted on a case-by-case basis. If you are unable to submit an assignment within one week of the suggested due date, you ***MUST*** contact me to negotiate a new, mutually agreeable due date.

*Electronic Submission of Work:* You will submit all formal work in this class (except for in-class writing) electronically. In order to ensure that I see your work as you intend it to be seen, you ***MUST*** upload it in .pdf format or MS Word format.

*Contacting Me:* See the file entitled "How to Email Your Professor" in the Class Library module on Canvas.

*Assistance with Assignments/Assignment Planning Review:* You may meet with me during a scheduled online appointment for the purpose of seeking assistance with an assignment, reviewing your plan to complete an assignment, or discussing your progress toward completing an assignment. The most strategic time to seek assistance for an assignment is ***before*** it is due, when I can be of greatest help. I will return without grading any formal assignments with excessive proofreading errors or deviations from academic English (more than an average of five per page).

*Professional Disposition:* As a preservice educator, you will be expected to demonstrate a professional and courteous disposition at all times. The classroom (whether a physical or a virtual space) is a special environment in which students and faculty come together to promote learning and growth. Therefore, turn off cell phones and other gadgets that might emit distracting noises. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that support the learning process and foster an environment in which students and faculty may reason with clarity and compassion and develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

*Plagiarism:* Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Plagiarism may occur intentionally or unintentionally. Any assignment found to be plagiarized will earn a grade of "F". All instances of plagiarism will be reported to the Office of Student Conduct.

*Students with Learning Differences:* Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu.

*Safety:* SF State fosters a campus free of sexual violence including sexual harassment,

domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/. Counseling and Psychological Services Center - (415) 338-2208; http://psyservs.sfsu.edu/. For more information on your rights and available resources: http://titleix.sfsu.edu.

**Tentative Schedule—Changes (should we need to make any) will be reflected in our Canvas space.**

| Date | Unless otherwise noted, readings and assignments are listed on the date they are **due**. You should have access to readings during class. **NOTE that some weeks run on to the following page.** |
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| **Week 1**<br>August 24-26 | **Monday**<br>Visit from Andrea Martín (826 Valencia): Important information regarding intern hours, registration, documentation, etc.<br><br>**Wednesday**<br>**Post**<br>• Your profile to the "Our Community" discussion forum.<br>**Review**<br>• Statement of Teaching Philosophy Assignment<br>Class introductions |
| **Week 2**<br>August 31 - September 2 | ***Classes cancelled*** |
| **Week 3**<br>September 7-9<br><br>**Suggested deadline:**<br>**Statement of Teaching Philosophy due Friday, Sept. 11** | **WRITING AS A TEACHER**<br>**Monday – Labor Day (No class)**<br><br>**Wednesday**<br>***Create 3-member Writing Groups (in class)***<br><br>**Read**<br>• Essential Pedagogies<br>• Warnock, "The Writing Process"<br><br>**View**<br>• How to Give and Get Powerful Writing Feedback (7:04) |

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| | **Write (in class) – meet in writing groups**<br>• Complete Writing Group Guidelines (Google Form)<br>• Identify 3 of your strengths as a writer and 3 ways you want to improve your writing (Canvas discussion)<br><br>**Review**<br>• Course Proposal Assignment<br><br>**TEACHING WRITING**<br>**Write (in class)**<br>• Explain the process of writing by comparing it to a similar process (Canvas discussion)<br>• Identify the 3 most important writing skills that middle school and high school students need to learn (Canvas discussion.) |
| **Week 4**<br>September 14-16 | **TEACHING WRITING**<br>**Monday**<br>**Read**<br>• *Beyond Literary Analysis* study guide<br><br>**View**<br>• *Beyond Literary Analysis*: Breaking Down the Book (4:35)<br>• *Beyond Literary Analysis*: Kids Should Analyze What They're Passionate About (2:59)<br>• *Beyond Literary Analysis*: Broadened Definition of Text (2:29)<br>**Review**<br>• Teaching Demo Assignment (Sign up on this Google sheet)<br><br>**WRITING AS A TEACHER**<br>**Wednesday**<br>**Workshop for Course Proposal Assignment**<br>• Activity: Context for Learning |
| **Week 5**<br>September 21-23 | **WRITING AS A TEACHER**<br>**Monday**<br>**Workshop for Course Proposal Assignment**<br>• Activity: Objectives and Assessments<br><br>**TEACHING WRITING**<br>**Wednesday**<br>***Teaching Demos***<br>➢ **Zoom in on a Heart Map** |

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| | ➢ **Scavenger Hunt for Passions**<br>**Read**<br>• *Beyond Literary Analysis*, Section 1 (Introduction, Chapters 1-3) |
| **Week 6**<br>September 28-30 | **WRITING AS A TEACHER**<br>**Monday**<br>**Workshop for Course Proposal Assignment**<br>• Activity: Course Content and Structure<br><br>**Review**<br>• Text Rationale Assignment<br><br>**TEACHING WRITING**<br>**Wednesday**<br>***Teaching Demos***<br>➢ **Mine Childhood Passions**<br>➢ **Question Flood Your Topic**<br>**Read**<br>• Lamott, "Shitty First Drafts"<br>• Heaney, "Why Does Writing Suck?"<br>• Elbow & Belanoff, "Ways of Responding"<br>• Sommers, *Responding to Student Writers*, Introduction, Ch. 1-2 |
| **Week 7**<br>October 5-7<br><br>**Suggested deadline:**<br>**Course Proposal due Monday, Oct. 5** | **WRITING AS A TEACHER**<br>**Monday**<br>**Workshop for Text Rationale Assignment**<br>• Activity: Information about the Book and Details for Classroom Use<br>**Review**<br>• Scholarship Application Assignment<br><br>**TEACHING WRITING**<br>**Wednesday**<br>***Teaching Demos***<br>➢ **Find an Angle**<br>➢ **Survival of the Freshest**<br>**Read**<br>• Sommers, *Responding to Student Writers*, Introduction, Ch. 3-4<br>• Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" |

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| **Week 8**<br>October 12-14 | **WRITING AS A TEACHER**<br>**Monday**<br>**Workshop for Text Rationale Assignment**<br>• Activity: Ways the Book Is Valuable to the Curriculum, Classroom, School Library, and/or Students and Standards Connections<br><br>**TEACHING WRITING**<br>**Wednesday**<br>***Teaching Demos***<br>➢ **Evidence Inquiry**<br>**Read**<br>• "5 Peer Editing Strategies That Actually Work For Student Writers"<br>• "Peer Review Done Right"<br>**View**<br>• How to use the SOAPStone Strategy (2:10)<br><br>**Review**<br>• Teaching Sequence Assignment<br>• Rhetorical Concepts Glossary |
| **Week 9**<br>October 19-21<br><br>**Suggested deadline:**<br>Scholarship Application | **TEACHING WRITING**<br>**Monday**<br>➢ Visit from Andrea Martín (826 Valencia): Important check-in regarding intern hours, progress, tutoring skills, etc.<br><br>**WRITING AS A TEACHER**<br>**Wednesday**<br>**Workshop for Text Rationale Assignment**<br>• Activity: Suggested Teaching Approaches and Alternative and Paired Texts<br><br>**In-class/Homework**<br>• Compose your Analytical Essay Draft for remaining Teaching Demos (***due in class*** Wednesday, Oct. 28) |
| **Week 10**<br>October 26-28 | **WRITING AS A TEACHER**<br>**Monday**<br>**Workshop for Text Rationale Assignment**<br>• Activity: Additional Resources |

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| | **TEACHING WRITING**<br>**Wednesday**<br>***Teaching Demos***<br>➢ **Visualize It**<br>➢ **Create (and Follow!) a Roadmap**<br>**Read**<br>• Simon, "De-coding Writing Assignments"<br>• Essays: Task Words<br><br>***Choose partners for Teaching Sequence assignment*** |
| **Week 11**<br>November 2-4<br><br>**Suggested deadline:** Text Rationale | **WRITING AS A TEACHER**<br>**Monday**<br>**Write (in class)**<br>• Designing a Writing Assignment<br><br>**Post (to Canvas forum)**<br>• Writing Assignment Prompt from Designing a Writing Assignment activity<br><br>**TEACHING WRITING**<br>**Wednesday**<br>***Teaching Demos***<br>• **Sticky Note Choices: Leads and Conclusions**<br>• **Artful Transitions**<br>**Read**<br>• Wheeler & Swords, "Codeswitching"<br>• Brannon et al., "The Five-Paragraph Essay and the Deficit Model of Education"<br>• Smith, "In Defense of the Five-Paragraph Essay"<br><br>**View**<br>• Key and Peele – phone call<br>• Key and Peele – Obama Meet and Greet<br>• Do Schools Kill Creativity? (TED Talk by Ken Robinson—approximately 20 minutes) |
| **Week 12**<br>November 9-11 | **Monday**<br>**WRITING AS A TEACHER**<br>• **Workshop for Teaching Sequence Assignment**<br><br>**TEACHING WRITING**<br>**Wednesday – Veterans Day (No class)** |

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| **Week 13**<br>November 16-18 | **WRITING AS A TEACHER**<br><br>**Monday**<br>• **Workshop for Teaching Sequence Assignment**<br><br>**Read**<br>• Smagorinsky, "Is Instructional Scaffolding Actually Vygotskian, and Why Should It Matter to Literacy Teachers?"<br>• McCann, "Gateways to Writing Logical Arguments" (optional)<br>• *Beyond Literary Analysis*, Section 3 (browse the chapters to determine which are most appropriate for your teaching sequence)<br><br>**TEACHING WRITING**<br><br>**Wednesday**<br>***Teaching Demos***<br>➢ **Paragraphs and Sections**<br>➢ **Word Clusters** |
| **Week 14**<br>November 23-25 | **FALL BREAK [No class]** |
| **Week 15**<br>November 30-December 2<br><br>**DUE**: Tutoring Journals | **WRITING AS A TEACHER**<br><br>**Monday**<br>• **Workshop for Teaching Sequence Assignment**<br><br>**TEACHING WRITING**<br><br>**Wednesday**<br>***Teaching Demos***<br>➢ **Audience Inquiry**<br>➢ **Tone Switch** |

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| **Week 16**<br>December 7-9<br><br>**DUE**: Draft of Teaching Sequence | **WRITING AS A TEACHER**<br><br>**Monday**<br>• **Workshop for Teaching Sequence Assignment**<br><br>**TEACHING WRITING**<br><br>**Wednesday**<br>***Teaching Demo***<br>➢ **Eliminate the Wishy-Washy**<br><br>**DUE** by 11:59 pm, December 11: Final Draft of Teaching Sequence<br><br>**Deadline for extra credit** (Letter of Recommendation): Friday, Dec. 11 |